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Curriculum Guide for Junior High School

TYPEWRITING



Department of Education
Edmonton, Alberta
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JUNIOR HIGH SCHOOL TYPEWRITING

I. INTRODUCTION

In the Junior High School Handbook this subject is listed among those designated options, Fine and Practical Arts, and the time allotted to it may vary from 120 - 175 minutes per week. Though typewriting is listed as an optional subject, this does not imply that it should not be taught by a competent instructor. It is most important to realize that any motor learning must be practiced from the very beginning using the correct techniques. If this is not done, the students will develop poor habits which will make it impossible to develop the skill to the optimum.

Typewriting at the junior high school level serves two purposes. First, it has an exploratory aspect whereby the students can ascertain whether or not they wish to continue further study of the subject at the secondary school level. Therefore, the work done at the junior high school level may lay the groundwork for work at the secondary level. Second, it may serve as a terminal course for personal use. In either case, the purpose to be served is of utmost importance to the student, and those responsible for implementing the course should govern themselves accordingly.

II. OBJECTIVES FOR TYPEWRITING

1. To develop the mastery of the letter keyboard.
 - a. Emphasis on touch typing techniques.
 - b. Emphasis on accuracy.
2. To acquire a working knowledge of machine parts.
3. To build typing speed through daily drill routine.
4. To develop the ability to type personal letters, personal notes, etc.

5. To develop the ability to figure tabulation problems and arrange typewritten copies properly.
6. To develop the ability to read instructions carefully.
7. To develop the ability to make neat erasures and corrections.
8. To develop an understanding of rules regarding word division.
9. To develop good work habits, neatness and ability to follow a planned course of study.

III. TEXTS

Wright, S., *The Personal Touch*, Ryerson Press, 1969.

Scott, W. E., *Modern Basic Typewriting*, Second Edition, Pitman Publishing Company, 1962.

McConnell, J. M. and W. L. Darnell, *Building Typing Skills. Book I*, McGraw-Hill, 1962.

IV. SCOPE

It is suggested that during the first year teachers use the content in a manner which will assist them in attaining the objectives listed above. During succeeding years, there should be continued emphasis on keyboard control and fundamental techniques. In addition, an understanding of the fine points of letter typing such as use and placement of titles, subject lines, enclosure notations, and the like in all production activities should be developed.

V. EVALUATION

It is essential that the progress of the students be evaluated, and that the evaluation be as accurate as possible. For those who are to continue work at the secondary level, the grading which they receive in Junior High School will be significant.

It is important to use all possible devices for arriving at a fair grade. Certainly, the following should be used:

- a. Observation of techniques and work habits.
- b. Sampling of production typing power.
- c. Scores on timed typing.
- d. Objective check-ups, e.g., technique work list.

The following might serve as a guide to evaluation:

Techniques of operation.

Production work completed.

Timed writing tests.

Please note that this is a suggested division, and in no way should be construed as mandatory.

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